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ABSTRACT

"The ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This inaugural issue contains two principal articles: "Drug-Free Schools: A National Challenge," by Samuel Y. Fustukjian, and "Drug Testing," by Amy Klauke and Margaret Hadderman. In addition, the following major features concerned with drug abuse are provided: (1) description of the seven major programs that form the core of the U.S. Department of Education's assistance to state and local education institutions in the war on drugs; (2) a list and description of 16 of the major domestic organizations involved in the war on drugs, together with their addresses and telephone numbers; (3) toll-free sources of help and emergency information; (4) a reading list of 14 major helpful publications; and (5) a list of 14 helpful videotapes, together with price and availability information. An annotated bibliography of 47 new titles in education produced by the ERIC clearinghouses and the Office of Educational Research and Improvement, as well as resources recently abstracted for the ERIC database are included. (TB)

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Vol. 1 Issue 1

THE ERIC

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Drug Testing

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Message From the Assistant Secretary

It is with great pleasure—and high expectations—that I introduce the first issue of *The ERIC Review*. *The ERIC Review* is the flagship product of the newest component of the ERIC System, ACCESS ERIC. ACCESS ERIC—the first entirely new entity to be added to the ERIC System in more than 2 decades—is a central contact point for anyone seeking information on education.

You can call toll-free **1–800–USE–ERIC**, write, or use your computer to obtain reference and referral services. One of ACCESS ERIC's primary goals is to distribute ERIC Clearinghouse publications and other key educational materials. In its role as systemwide dissemination coordinator for the ERIC program, ACCESS ERIC has developed new online and printed information resources, including reference and referral files, to direct users to education information sources, ERIC training opportunities, and education-related conferences.

Another critical goal of ACCESS ERIC, perhaps its most important one, is to assist the ERIC Clearinghouses and the U.S. Department of Education to track, synthesize, and report on new research, programs, and practices and to deliver that information directly to front line practitioners—teachers and administrators. Designed for direct distribution to State and local educators, *The ERIC Review* will be one of ACCESS ERIC's main vehicles for providing practitioners with understandable and pertinent summaries of important new developments across the entire field of education.

Each issue of *The ERIC Review* will highlight important new publications, research findings, and practices from a broad cross section of education; it will also contain one or more indepth features. Most publications and materials highlighted in *The ERIC Review* will be available through the ERIC System. We will also provide information on ordering materials from other sources.

Please let us know what you think of *The ERIC Review*. We would appreciate any comments and suggestions that would help us do a better job in sharing educational research with the people who can best put it into practice.

Christopher T. Cross
Assistant Secretary for Educational Research and Improvement

U.S. Department of Education

Lauro F. Cavazos
Secretary

Office of Educational Research and Improvement

Christopher T. Cross
Assistant Secretary

Information Services

Sharon K. Horn
Director

THE ERIC Review
Educational Resources Information Center

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The ERIC Review, published three times a year by ACCESS ERIC with support from the U.S. Department of Education's Office of Educational Research and Improvement (OERI), announces research results, publications, and new programs. *The ERIC Review* also contains information on programs, research, publications, and services of the Educational Resources Information Center (ERIC), its subject-specific Clearinghouses, and support Components. It announces major additions to the ERIC collection of education-related documents and articles as well as conferences of interest to the education community. The ideas and opinions expressed in this publication do not necessarily reflect the positions or policies of the Department of Education or OERI.

ERIC, a nationwide information network designed to provide ready access to education literature, was established in 1966 to make government-sponsored educational research available from a single source. ERIC collects, analyzes, and distributes information from local, State, Federal, and international resources. At the heart of the ERIC System is its database—the world's largest education database—containing nearly 700,000 abstracts of documents and journal articles. You can access ERIC materials at about 3,000 locations worldwide. ERIC collections and materials are found in every State in the United States and in more than 60 countries.

For more information about ERIC or a *free* subscription to *The ERIC Review*, call ACCESS ERIC toll free at 1–800–USE–ERIC.

The ERIC Review: A Prologue

Welcome to the first issue of *The ERIC Review*, a new journal sponsored by the U.S. Department of Education. Designed to provide teachers, administrators, policymakers, and parents with critical and current education information, *The ERIC Review* highlights important new publications, programs, and resources of interest to both education professionals and the general public. Most materials announced in *The ERIC Review* will be available through the ERIC System; we will provide information on ordering materials from other sources.

Each *ERIC Review* will feature an article discussing indepth an emerging educational concern. The focus of this issue is drug-free schools. Few causes have galvanized such a wide array of societal forces and generated such a national determination as the goal of eradicating the use of drugs in schools. The President's 1990 National Drug Control Strategy emphasized the fact that schools should be safe havens where young people can learn without being distracted by drug-related problems and where teachers, administrators, and parents instill antidrug attitudes in their students. At the same time, the Department of Education emphasized education and prevention as the foundations for drug-free schools.

The lead article, "Drug-Free Schools: A National Challenge," chronicles the diverse programs, resources, and agencies available through the Department of Education to teachers, parents, administrators, policymakers, and other education practitioners. We hope you will find the article, its bibliography, and resource lists helpful in your efforts against drugs.

THE ERIC Review

DRUG-FREE SCHOOLS: A NATIONAL CHALLENGE

by Samuel Y. Fustukjian

Few issues command the hearts and minds of Americans as powerfully as the problem of alcohol and other drug use by our young people. Substance abuse has presented this country with one of its most formidable challenges. Today's schools find themselves increasingly on the front lines of community efforts to save children from drugs, and teachers and school administrators see firsthand the devastating effects of drug use on our youth. Furthermore, education leaders have acknowledged the unique roles they can play in local drug education and prevention. The solution to the alcohol and other drug problem may not fall solely within the realm of education, but the consequences of their use manifest themselves daily in the classroom.

In the 1950's, the public cited gum chewing as the most serious school problem. Times and opinions have changed. By 1985—and for every year after that—American adults ranked student drug use as the number one problem in the Nation's schools.[1] Adults are not the only ones concerned. In fact, when teenagers were asked to name the biggest problem they faced, drug use topped the list. By 1989, 60 percent of the Nation's high school seniors responding to the Gallup Youth Survey cited drugs as their greatest concern—up from 27 percent only 11 years earlier.[2] Drugs and alcohol rank high on the list of topics that teens wish they could discuss more with their parents; 42 percent want more discussions with parents about drugs, and 39 percent feel the need to talk about drinking.[3] Nearly two-thirds of the Nation's teens report using drugs at least once before completing high school.[4] Furthermore, 1 out of 3 teens say they are aware of drug use or sales near their homes, and 4 out of 10 teenage students report drug use and sales to be fairly widespread in their schools.[5]

Recently the situation appears to be turning around. Overall results from the 1989 national high school senior survey indicated that young people were tending to turn away from marijuana, cocaine, and other drugs. The survey evidence indicates that today's high school and college youth are about half as likely to use illegal drugs as their peers were 10 years ago.[6]

Although this news may be heartening, the survey results must be tempered by several notes of caution. First, few policymakers, educators, or parents will be pleased to read that slightly more than one-half of our young people use illegal drugs before graduating from high school, or that 91 percent use alcohol. Secondly, these same survey results do not provide as promising a picture where alcohol is concerned. More than one-third of the Nation's high school seniors engaged in heavy drinking (five or more drinks in a row) during the 2 weeks prior to the survey.[7] Finally, the survey may not accurately reflect youth drug use, since it does not include high school dropouts, a youth population most likely to be using—or at risk of using—drugs and alcohol.

To ensure that alcohol and other drug use among youth continues to decline, school-based drug education programs and other prevention activities, such as those included in the Federal Drug Control Strategy, are critical.[8] Perhaps Secretary of Education Lauro F. Cavazos summed it up best when he wrote that "the most effective weapon we have in the battle against drug use is prevention." With these words, Dr. Cavazos introduced *What Works: Schools Without Drugs*, the Department's guide for schools and communities interested in developing and implementing comprehensive drug prevention programs.[9]

Schools Respond to the Drug Problem

Drug and alcohol prevention, intervention, and treatment are familiar to local educators who began responding to youth drug use during the tumultuous days of the late 1960's.

What Doesn't Work

Educators' composite experience of the past several years has at

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least taught us what doesn't work. Early responses to teen drug use were based on the concept that drug use was confined to those who were poor, disenfranchised, or involved in other criminal activity. As we realized drug use occurred in middle-class and suburban neighborhoods, both the causes and implications of these activities were reevaluated. Strategies to deal with drug abuse among middle-class teens were rooted in denial. Saying "it doesn't happen in this neighborhood," teachers and parents often refused to admit that the problem even existed and mistakenly assumed that drugs were a passing fad. Scare tactics designed to warn youth about the dangers of drugs proved ineffective when their messages were contradicted by the real experience of those youth who already had experimented with drugs.

By the same token, educators have found that a "get tough" attitude also frequently ends in failure. Though the intention is to move the drug problem out of school, the approach instead too often drives problems underground, creating an environment in which parents and students are afraid to ask for help.[10]

Even those programs designed to teach youth the facts about drugs can at best be labeled only modest successes. Educators assumed that simply teaching young people the facts would increase their knowledge, reduce their anxiety, change their attitudes, and prevent drug use. In fact, many of these programs were effective in increasing students' knowledge about drugs and their effects, but they affected little else. In certain instances this "education only" strategy was found to be counterproductive and led to increased drug use by raising curiosity. Our reluctance to apply judgments to drug use during this time reflected a more general concern among educators about value-laden education. As we now realize how severe and long-term the consequences of drug abuse can be, there is a growing willingness to instill ethical values and responsibility in our youth.

Other, more recent prevention programs have targeted these attitudes and decision-making skills directly. They too have been somewhat effective in the short term, teaching students how to say "no" to drugs and giving them the tools to make positive and healthy decisions in their young lives. But they also have fallen short of impacting the "bottom line"—reducing student alcohol and drug use.

What Works

As these attitudes changed, a growing number of schools created drug education, prevention, referral, and support group programs. Although we are still assessing these efforts, we do know that successful school-based programs share certain characteristics: they recognize the roots and complexity of alcohol and other drug problems, draw on the full range of community resources, and develop from systematic planning and implementation.

> ***"Nearly two-thirds of the Nation's teens report using drugs at least once before completing high school."***

As a result, these comprehensive programs are rooted in clear, firm policies that are consistently enforced. The programs not only address the important basic functions of prevention, identification, assessment, intervention, support, and coordination, but also allow virtually everyone within the school system to play a part.[11]

Finally, successful school programs do not simply address specific alcohol and drug situations, but also attempt to build each young person's life skills. Although the central goal of any drug or alcohol program is to stop drug use, the programs also provide educators with an opportunity to enhance their students' communication, stress reduction, critical thinking, and problem-solving and decision-making skills.

Alcohol and other drug prevention efforts in educational institutions play a special role in stemming drug demand, but no institution can singlehandedly deal with the drug problem. Instead, drug-free schools will be achieved only if they are part of a larger community-wide effort to stop illegal drug and alcohol use. Support must come from the Federal level through information dissemination, financial support, training, and technical assistance and at the local level through the actions of parents, community leaders, and social and religious institutions.

A National Concern

As our awareness of the severity of the drug problem increased, Federal legislation, policy, and programs began focusing on education and prevention activities to reduce demand. This approach was stressed with the 1986 adoption of the Anti-Drug Abuse Act that outlined the need to concentrate special efforts on youth, particularly high-risk youth. By the same token, when the National Drug Policy Board was established in March 1987, it directed its Committee on High-Risk Youth to concentrate on those factors that make youth particularly vulnerable to illegal drug use.

Then in 1988, the White House Conference for a Drug-Free America urged schools to become active participants in communitywide efforts to end illegal drug use. The Conference's final report recommended that schools adopt and enforce clear policies forbidding the sale, distribution, or use of illegal drugs and alcohol on school premises or at school functions; ensure that text books and curricula present a strong "no use" message, and involve parents in antidrug efforts.[12] Federal policy, spelled out in the National Drug Control Strategy,[13] is geared not only toward helping schools develop sound antidrug curricula and firm "no-drug" policies, but also toward encouraging surrounding communities to support school efforts.

Today's schools have become the focal point of Federal and community efforts to end illegal drug use. With the adoption of the Drug-Free Schools and Communities Act of 1986, the U.S. Department of Education was charged with administering a variety of programs to help local schools become drug free.

U.S. Department of Education Provides Leadership

Seven programs form the core of the Department of Education's assistance to State and local education institutions: State and Local Grants Program; Audiovisual Grants Program for Drug Education; Grants for Institutions of Higher Education; Programs for Indian Youth; Programs for Native Hawaiians; Drug-Free Schools and Communities—Regional Centers Program; and the Educational Personnel Training Program. Under its Federal Activities Program the Department also supports other projects in this area.

1. The State and Local Grants Program is a formula grant program that allocates funds to the States based on school-age population. Each State's allocation is divided between the State educational agency (SEA) and the Office of the Governor. The SEA must allot most of its funds to local education agencies to improve alcohol and drug abuse education, prevention, early intervention, and rehabilitation referral programs. States report funding such activities as teacher/parent training, curriculum development, peer leadership, workshops, conferences, and cooperative efforts between schools and local law enforcement and other public and nonprofit agencies.

Of the Governor's share, at least 50 percent must be reserved for programs that benefit high-risk youth. The remainder may be used for awards to local governments and other public and private nonprofit entities for local drug and alcohol abuse prevention programs.

2. Audiovisual Grants Program funds development and distribution of audiovisual materials for alcohol and other drug abuse education and prevention activities in elementary and secondary schools. This includes a video program, to be completed in 1991, aimed at inner-city youth at risk of drug use and dropping out of school. A similar program in 1987 funded the development of eight antidrug videos that were distributed to every public school district in the Nation.

3. Grants for Institutions of Higher Education Program was designed to help develop, operate, implement, and improve drug education and prevention programs for students enrolled in institutions of higher education.

4. Programs for Indian Youth is administered under a Memorandum of Understanding between the Departments of Education and Interior. Anti-alcohol and drug abuse education and prevention services will be provided to Indian children attending elementary and secondary schools on reservations operated by the Bureau of Indian Affairs.

"Today's schools have become the focal point of Federal and community efforts to end illegal drug use."

5. Programs for Native Hawaiians is administered by the Governor of Hawaii, who designates organizations to receive funds for drug prevention and education activities. The organizations that are eligible are those that primarily serve and represent Hawaiian natives.

6. Drug-Free Schools and Communities—Regional Centers Program supports model program development, dissemination, technical assistance, and curriculum development activities for drug and alcohol abuse education and prevention. The Program is implemented through five Regional Centers and has made more than 100 grant awards since Fiscal Year 1987.

The Regional Centers are designed to help schools and communities by offering school team training, a systematic process of training and onsite support that is easily adaptable to the unique circumstances of each local site. The Center staff trains school teams to assess the drug and alcohol situation in their schools with an eye toward developing long-term methods of alleviating these problems. The Center staff also helps State educational agencies coordinate and strengthen alcohol and drug abuse prevention programs, assists local educational agencies and institutions of higher education in developing training programs for school personnel, and provides evaluation and dissemination assistance to promote effective alcohol and drug abuse prevention programs and strategies.

7. Educational Personnel Training Program is a new program authorized under the Anti-Drug Abuse Act of 1988. The purpose of this program is to provide financial assistance to State educational agencies, local educational agencies, and institutions of higher education to establish, expand, or enhance programs and activities for the training of teachers, administrators, guidance counselors, and other educational personnel on drug and alcohol abuse education and prevention. Funded programs must be coordinated through the State agency for higher education or State educational agency, as appropriate, and must be coordinated with the activities of the Regional Centers for Drug-Free Schools and Communities. Fifty-six awards were made in September 1989. Application deadline for the Fiscal Year 1990 cycle will be available shortly.

Federal Activities Grants Program: The Department of Education supports a number of projects in this category, including:

- Production and distribution of the *Challenge Newsletter*, a bimonthly publication highlighting successful programs, effective prevention measures, and research.

- Support to the National Clearinghouse for Alcohol and Drug Information (NCADI), which responds to school requests for information on drug education programs and curricula. NCADI distributes the Department's drug-related publications including *Schools Without Drugs, Growing Up Drug Free: A Parent's Guide to Prevention, and Drug Prevention Curricula: A Guide to Selection and Implementation.*

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School and Community Resources

This is a partial list only and does not imply endorsement.

ACTION Drug Prevention Program. ACTION, the Federal volunteer agency, works at the local, State, and national levels to encourage and help fund the growth of youth, parents, and senior citizen groups and networks committed to helping youth remain drug free. 806 Connecticut Avenue NW., Suite M-606, Washington, DC 20525. Telephone (202) 634–9757.

American Council for Drug Education (ACDE). ACDE organizes conferences; develops media campaigns; reviews scientific findings; publishes books, a quarterly newsletter, and education kits for physicians, schools, and libraries; and produces films. 204 Monroe Street, Suite 110, Rockville, MD 20852. Telephone (301) 294–0600.

Chemical People Project. The project supplies information in the form of tapes, literature, and seminars. The Public Television Outreach Alliance, c/o WQED-TV, 4802 Fifth Avenue, Pittsburgh, PA 15213. Telephone (412) 391–0900.

Committees of Correspondence. This organization provides a newsletter and bulletins on issues, ideas, and contacts. Publishes a resource list and pamphlets. Membership is $15.00. 57 Conant Street, Room 113, Danvers, MA 09123. Telephone (508) 774–2641.

Drug-Free Schools and Communities—Regional Centers Program, U.S. Department of Education. This program is designed to help local school districts, State education agencies, and institutions of higher education to develop alcohol and drug education and prevention programs. Five regional centers provide training and technical assistance and are listed in the article.

Drug-Free Schools and Communities—State and Local Programs, U.S. Department of Education. This program provides each State educational agency and Governor's office with funds for alcohol and drug education and prevention programs in local schools and communities. For information on contact persons in your State, contact the U.S. Department of Education, Drug-Free Schools Staff, 400 Maryland Avenue SW., Washington, DC 20202-6151. Telephone (202) 732–4599.

Families Anonymous, Inc. This worldwide organization offers a 12-step, self-help program for families and friends of people with behavioral problems usually associated with drug abuse. The organization is similar in structure to Alcoholics Anonymous. P.O. Box 528, Van Nuys, CA 91408. Telephone (818) 989–7841.

Families in Action National Drug Information Center. This organization publishes *Drug Abuse Update*, a quarterly journal of news and information for persons interested in drug prevention. $25.00 for four issues. 2296 Henderson Mill Road, Suite 204, Atlanta, GA 30345. Telephone (404) 934–6364.

Hazelden Foundation. This foundation distributes educational materials and self-help literature for participants in 12-step recovery programs and for the professionals who work in the field. Pleasant Valley Road, Box 176, Center City, MN 55012-0176. Telephone (800) 328–9000.

Institute on Black Chemical Abuse. This institute provides training and technical assistance to programs that want to serve African-American/black clients and others of color more effectively. 2614 Nicollet Avenue, Minneapolis, MN 55408. Telephone (612) 871–7878.

Narcotics Anonymous. Similar to Alcoholics Anonymous, this program is a fellowship of men and women who meet to help one another with their drug dependency problems. World Service Office, P.O. Box 9999, Van Nuys, CA 91409. Telephone (818) 780–3951.

National Clearinghouse for Alcohol and Drug Information (NCADI). NCADI is a resource for alcohol and other drug information. It carries a wide variety of publications dealing with alcohol and other drug abuse. P.O. Box 2345, Rockville, MD 20852. Telephone (800)–SAY–NOTO.

National Crime Prevention Council. This organization works to prevent crime and drug use in many ways, including developing materials (audiovisual, reproducible brochures, and other publications) for parents and children. 1700 K Street NW., Washington, DC 20006. Telephone (202) 466–NCPC.

National Federation of Parents for Drug-Free Youth. This organization sponsors the National Red Ribbon Campaign to reduce the demand for drugs and the Responsible Educated Adolescents Can Help (REACH) program designed to educate junior and senior high school students about drug abuse. Communications Center, 1423 North Jefferson, Springfield, MO 65802. Telephone (417) 836–3709.

Parents' Resource Institute for Drug Education, Inc. (PRIDE). This national resource and information center offers consultant services to parent groups, school personnel, and youth groups, and provides a drug-use survey service. It conducts an annual conference; publishes a newsletter, a youth group handbook, and other publications; and sells and rents books, films, videos, and slide programs. Membership is $20.00. The Hurt Building, 50 Hurt Plaza, Suite 210, Atlanta, GA 30303. Telephone (404) 577–4500; 1–800–677–7433.

TARGET. Conducted by the National Federation of State High School Associations, an organization of interscholastic activities associations, TARGET offers workshops, training seminars, and an information bank on chemical use and prevention. It has a computerized referral service to substance abuse literature and prevention programs. National Federation of State High School Associations, 11724 Plaza Circle, P.O. Box 20626, Kansas City, MO 64195. Telephone (816) 464–5400.

Continued from page 4

- Research and evaluation of State and local drug prevention efforts.
- Development of a handbook for school and community prevention programs to help administrators identify evaluation goals and objectives; the guidebook will also help school leaders design and conduct both process and outcome evaluations.
- Model reporting forms to assist school and community prevention programs in collecting standard participant and activity data.
- A drug prevention curriculum for use in kindergarten through grade 12.[14]
- Support to the Drug-Free School Recognition Program through the Office of Educational Research and Improvement. This program was established in 1987 to focus national attention on exemplary school-based prevention efforts. The program demonstrates that drug-free schools can be achieved and maintained with community support and offers models of success that may be adapted by other school systems.

Cooperative Efforts

The Department of Education has also joined forces with other groups in the antidrug effort. For instance, the Department of Education and the U.S. Department of Health and Human Services are funding a project to collect and assess drug education curricula. A list of curricula consistent with the guidelines for drug prevention materials developed by the project is available from NCADI.

With the Director of the Office of National Drug Control Policy, the Secretary of Education also serves as cochair of the National Commission on Drug-Free Schools. This 26-member Commission seeks to identify and explore circumstances, situations, and issues that contribute to illicit drug, alcohol, and tobacco use, abuse, and dependency among students; recommends strategies, programs, and policies that will create drug-free schools and students; develops criteria for identifying model programs; and suggests methods for developing new model programs.

The Commission sponsored seven meetings between November 1989 and March 1990, each lasting 2 to 3 days, that included hearings, town meetings, and discussions with students, teachers, and administrators. Discussions focused on such topics as drug education and curricula; research, evaluation and information dissemination; high-risk youth and special youth populations; parental involvement and community-school partnerships; school policies and programs; and media training. The Commission's final report will be available in late 1990.

The Challenge Ahead

The Federal Government has responded to the drug problem with a national drug control strategy that provides an integrated approach to solving the vast array of problems created by illegal drugs. One of the main thrusts of this effort centers on reducing illegal drug use through education and prevention activities, but it is at the local level where many of the real solutions will be developed and carried out, since that is where we most often see both the causes and effects of illegal drug use. Drugs, although a serious problem by themselves, often go hand in hand with other problems in many communities. Poverty, rising school dropout rates, child abuse, and suicide attempts also signal the growing vulnerability of our youth.

More than 22 percent of all school-age children in the United States live in poverty.[15] According to recent Department of Education statistics, 1 out of every 4 American students leaves school before graduating from high school. In 1988, an estimated 2 million

TOLL-FREE SOURCES OF INFORMATION

1–800–COCAINE—COCAINE HELPLINE
The Helpline is a round-the-clock information and referral service. Recovering cocaine addict counselors answer the phones, offer guidance, and refer drug users and parents to local public and private treatment centers and family learning centers.

1–800–NCA–CALL—NATIONAL COUNCIL ON ALCOHOLISM INFORMATION LINE
The National Council on Alcoholism, Inc., is a national nonprofit organization combatting alcoholism, other drug addictions, and related problems. The Council provides information about its State and local affiliates' activities in callers' areas. It also provides referral services to families and individuals seeking help with an alcohol or other drug problem.

1–800–662–HELP—NIDA HOTLINE
NIDA Hotline, operated by the National Institute on Drug Abuse, is a confidential information and referral line that directs callers to cocaine abuse treatment centers in the local community. Free materials on drug use also are distributed in response to inquiries.

1–800–67–PRIDE—PRIDE DRUG INFORMATION HOTLINE
A national resource and information center, Parents' Resource Institute for Drug Education (PRIDE) refers concerned parents to parent groups in their State or local area; gives information on how parents can form a group in their community; provides telephone consultation and referrals to emergency health centers; and maintains a series of drug information tapes that callers can listen to, free of charge, by calling after 5:00 p.m.

cases of child physical, sexual, or emotional abuse and neglect were reported by the American Humane Association. Suicide is the second leading cause of death among U.S. adolescents.[16]

These statistics paint a bleak portrait of childhood and adolescence in America. Millions of American youth are unable to follow avenues of opportunity either because they suffer from abuse or neglect or are engaging in behaviors that further place them at risk. Despite our Nation's assertion that children are our most valuable resource, the social and legal systems often fail to protect their rights and keep them safe.

Our renewed attention to the drug problem provides an opportunity to steer the country's resources and energies into redirecting and improving young lives. Communities can begin by carefully assessing the resources available to youth and then filling gaps in services. Drug use prevention means more than simply educating children about the evils of drugs; it also means identifying and resolving those root problems that place youth at risk. A community's concern about youth drug use should not only be measured by outrage, but also by the programs it has established to protect children.

National leaders have proclaimed a standard of individual accountability for stopping illegal drug use, but it will take more than policy, programs, or passion to achieve drug-free educational environments. The task also requires refocusing our national ethos and heightening the commitment to our standards. It calls for a national commitment by government, families, businesses, and the education community to strive towards attaining a "no use" standard. Only then will we be able to hold children accountable for their actions and sustain drug-free schools. We will have failed to live up to this standard when children, while being warned by their elders about the dangers of drugs, see adults using illegal substances or the media glamorizing drug-filled lifestyles.

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16. Maris, Ronald "The Adolescent Suicide Problem." *Suicide and Life-Threatening Behavior*, 1985, Vol. 15, pp. 91–109.

For more information about ERIC, call 1–800–USE–ERIC.

DRUG-FREE SCHOOLS AND COMMUNITIES

REGIONAL CENTERS PROGRAM

U.S. Department of Education

This program is designed to help local school districts, State education agencies, and institutions of higher education to develop alcohol and drug education and prevention programs. Five regional centers provide training and technical assistance. For further information on center services, contact the center in your region:

Northeast Regional Center
12 Overton Ave.
Sayville, NY 11782–0403
(516) 589–7022
Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont

■ ■ ■

Southeast Regional Center
The Hurt Building
50 Hurt Plaza, Suite 210
Atlanta, GA 30303
(404) 688–9227
Alabama, District of Columbia, Florida, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, Virgin Islands, and Puerto Rico

■ ■ ■

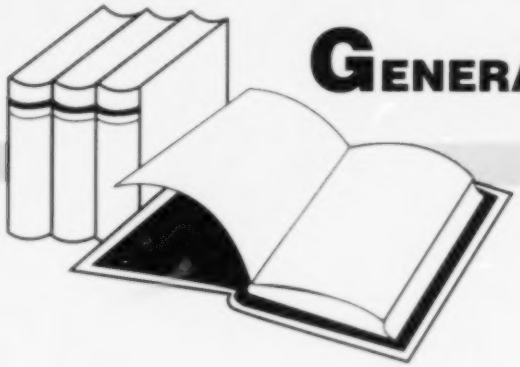
Midwest Regional Center
2001 N. Clybourn
Suite 302
Chicago, IL 60614
(312) 883–8888
Indiana, Illinois, Iowa, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin

■ ■ ■

Southwest Regional Center
555 Constitution Ave.
Norman, OK 73037
(405) 325–1454
(800) 234–7972 (outside Oklahoma)
Arizona, Arkansas, Colorado, Kansas, Louisiana, Mississippi, New Mexico, Oklahoma, Texas, Utah

■ ■ ■

Western Regional Center
101 S.W. Main St., Suite 500
Portland, OR 97204
(503) 275–9479
(800) 547–6339 (outside Oregon)
Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, Wyoming, American Samoa, Guam, Northern Mariana Islands, and Republic of Palau



General Reading List

Publications listed below are free unless otherwise noted.

Adolescent Peer Pressure Theory, Correlates, and Program Implications for Drug Abuse Prevention

U.S. Department of Health and Human Services, 1988

This 115-page book, which focuses on constructive ways of channeling peer pressure, was developed to help parents and professionals understand the pressures associated with adolescence, the factors associated with drug use, and other forms of problem behavior. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

The Challenge

U.S. Department of Education, bimonthly

This newsletter highlights successful school-based programs and provides suggestions on effective prevention techniques and the latest research on drugs and their effects. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Drug-Free Schools and Children: A Primer for School Policymakers

American Council for Drug Education, 1990

This kit, designed for administrators to help foster a better understanding of school drug policies, includes a videocassette, handbook, and trainer's guide. Available for $40.00 from the American Council for Drug Education, 204 Monroe Street, Rockville, MD 20852.

The Fact Is. . . Hispanic Parents Can Help Their Children Avoid Alcohol and Other Drug Problems

U.S. Department of Education, 1989

This booklet discusses actions that Hispanic parents can take to help protect their children from alcohol and other drug problems. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

The Fact Is. . . You Can Prevent Alcohol and Other Drug Problems Among Elementary School Children

U.S. Department of Education, 1988

This 17-page booklet includes audiovisuals, program descriptions, and professional and organizational resources to assist educators and parents of young children. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

The Fact Is. . . You Can Help Prevent Alcohol and Other Drug Use Among Secondary School Students

U.S. Department of Education, 1989

This resource list includes publications, audiovisuals, and organizations to help junior and senior high school students maintain drug-free lives. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Drug Prevention Curricula: A Guide To Selection and Implementation

U.S. Department of Education, 1988

Written with the help of a distinguished advisory panel, this 76-page handbook represents the best current thinking about drug prevention education. It shows what to look for when adopting or adapting ready-made curricula and suggests important lessons that ought to be part of any

prevention education sequence. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Learning To Live Drug Free: A Curriculum Model for Prevention

Charles H. Flatter and Kathleen McCormick, 1990

This guide provides examples of effective techniques and suggestions for classroom activities. The model is divided into four academic levels: Kindergarten through grade 3, grades 4–6, 7–8, and 9–12. Each element contains background for teachers on the developmental characteristics of the age group and suggestions on how teachers can work effectively with parents and with officials and agencies in the community. A lesson plan section defines the specific learning objective, with suggested activities, resources required, and teaching tips. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, Md. 20852.

Growing Up Drug Free: A Parent's Guide to Prevention

U.S. Department of Education, 1990

This handbook presents information to help families take an active role in drug prevention. It outlines what children at four key stages of development should know about drugs and suggests family activities to reinforce children's motivation to avoid alcohol and other drugs. National Clearinghouse for Alcohol and Drug Information, Box 2345, Rockville, MD 20852.

"Prevention of Alcohol and Drug Abuse: A Critical Review of Risk Factors and Prevention Strategies," in Prevention of Mental Disorders, Alcohol and Other Drug Use in Children and Adolescents

K.L. Kumpfer, 1989

This publication discusses factors that put children at risk of alcohol and other drug use as well as prevention strategies for parents and educators. National Clearinghouse for Alcohol and Drug Information, Box 2345, Rockville, MD 20852.

Report to Congress and the White House on the Nature and Effectiveness of Federal, State, and Local Drug Prevention/Education Programs

U.S. Department of Education and U.S. Department of Health and Human Services, 1987

This report presents findings from a series of studies assessing the research in school-based drug prevention programs and Federal, State, and local school district activities. It focuses on prevention and education activities directed toward school-age youth between ages 5 and 18. National Clearinghouse for Alcohol and Drug Information, Box 2345, Rockville, MD 20852.

Ten Steps To Help Your Child Say "No": A Parent's Guide

U.S. Department of Education, 1986

This brochure assists parents in guiding their children away from using alcohol, tobacco, marijuana, and other drugs while enchancing the parent/child relationship. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Young Children and Drugs: What Parents Can Do

Wisconsin Clearinghouse, 1987

This brochure encourages parents to educate their children about drugs at an early age and to develop and communicate a clear position about drugs. The Wisconsin Clearinghouse, 1954 E. Washington Avenue, Madison, WI 53704. $6.00 per 100 brochures.

What Works: Schools Without Drugs

U.S. Department of Education, 1989 (revised)

This revised edition features the latest information about drugs and their effects as well as examples of school-based programs that have successfully combatted student drug use. It offers practical guidance on issues such as setting and enforcing policies and teaching drug prevention. School and community resources, general readings, and information sources are also provided. National Clearinghouse for Alcohol and Drug Information, Box 2345, Rockville, MD 20852.

The U.S. Department of Education has developed the following drug prevention videos. They are available for loan through the Department's Regional Centers and the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852; 1–800–SAY–NOTO.

LEMENTARY SCHOOL

The Drug Avengers. Ten 5-minute animated adventures that urge caution about ingesting unfamiliar substances; encourage students to trust their instincts when they think something is wrong; and show that drugs make things worse, not better.

Fast Forward Future. A magical device allows youngsters to peer into the future and see on a TV screen what will happen if they use drugs and what will happen if they remain drug free.

Straight Up. A fantasy adventure that features information on the effects of drugs, developing refusal skills, building self-esteem, and resisting peer pressure.

UNIOR HIGH

Straight At Ya. Tips on peer pressure, saying no, and building self-esteem.

Lookin' Good. A two-part series based on actual incidents that convey the dangers of drug use and promote the use of peer support groups.

IGH SCHOOL

Hard Facts About Alcohol, Marijuana, and Crack. Offers factual information about the dangers of drug use in a series of dramatic vignettes.

Speak Up, Speak Out: Learning To Say No To Drugs. Gives students specific techniques they can use to resist peer pressure and say no to drug use.

Dare To Be Different. Uses the friendship of two athletes in their last year of high school to illustrate the importance of goals and values in resisting pressures to use drugs.

Downfall: Sports and Drugs. Shows how drugs affect athletic performance and examines the consequences of drug use, including steroid use, on every aspect of an athlete's life—career, family, friends, sense of accomplishment, and self-esteem.

Private Victories. Illustrates the effects of drug and alcohol use on students and the value of positive peer influences in resisting peer pressure to use drugs.

THER VIDEOTAPES

Say No! To Drugs. A videotape that offers a practical, easy-to-follow approach to improve family communications, particularly on the subject of adolescent drug and alcohol use. It includes interviews with experts in the field. NIMCO, P.O. Box 009–GAM, Calhoun, KY 42327. Telephone 1–800–962–6662. $64.95.

OR PARENTS

A Gift for Life: Helping Your Children Stay Alcohol and Drug Free. 1989. American Council on Drug Education, 204 Monroe Street, Suite 110, Rockville, MD 20850. $29.95.

Drug-Free Kids: A Parent's Guide. 1986. Scott Newman Center, 6255 Sunset Blvd., Suite 1906, Los Angeles, CA 90028. $32.50.

Say NO! to Drugs: A Parent's Guide to Teaching Your Kids How To Grow Up Without Drugs and Alcohol. 1986. PRIDE, The Hurt Building, 50 Hurt Plaza, Suite 210, Atlanta, GA 30303. Order No. F008S, $25.95.

ACCESS ERIC is your gateway to ERIC—the Educational Resources Information Center—a nationwide information network designed to make education literature readily accessible. ACCESS ERIC's goal is to make ERIC's resources and services fully understood and used. As the outreach component of ERIC, ACCESS ERIC initiates activities to encourage the exchange of information between ERIC and its many user groups.

ACCESS ERIC

ACCESS ERIC

Making Education Information Accessible

ACCESS ERIC provides a comprehensive outreach and dissemination program for the entire ERIC System. It is responsible for developing and making publicly available several new ERIC- and education-related information files, producing system awareness products and publications, including *The ERIC Review*, and providing reference and referral services for the ERIC System. ACCESS ERIC is also responsible for assessing and evaluating ERIC products and services.

Available toll free(1–800–USE–ERIC), ACCESS ERIC keeps you informed of the wealth of information offered by ERIC and other education information service providers. ACCESS ERIC staff answers questions, refers callers to subject-specific information sources, and provides ERIC System publications.

ERIC, a program supported by the U.S. Department of Education, Office of Educational Research and Improvement (OERI), was established in 1966 to make government-sponsored educational research available from a single source. The ERIC System consists of 16 subject-specific Clearinghouses and four system support components, including ACCESS ERIC.

At the heart of ERIC is its database containing nearly 700,000 records of education-related documents and journal articles. You can access ERIC materials at about 3,000 locations around the world; ERIC collections and materials are found in every State in the United States and in more than 60 countries.

ACCESS ERIC can help education practitioners, librarians, policymakers, researchers, students, and parents stay abreast of the most up-to-date developments in the education field. Through ERIC, you can access information on a wide range of subjects, such as:

- Adult Literacy
- At-Risk Youth
- Computer Uses in Education
- Drug-Free Schools
- Educational Reform
- Health Education
- Language Handicaps
- Preschool Programs
- Television Viewing

Reference Services Link You to Education Information

ACCESS ERIC reference staff can answer questions about the ERIC System, its Components, services, and products. They can refer you to the vast subject expertise in various fields of education possessed by the Clearinghouses. ACCESS ERIC also provides

directory assistance by consulting the databases listed below and can suggest publications pertaining to your area of interest. For example, callers can receive information about:

- ***ERIC Information Service Providers***—Organizations that provide computerized searches of the ERIC database, have a sizable collection of ERIC microfiche, or subscribe to and collect ERIC publications.

- ***Education-Related Information Centers***—Resource centers and other agencies that provide information in education-related areas.

- ***ERIC Calendar of Education-Related Conferences***—National, State, regional, and local conferences relating to a full spectrum of educational topics.

- ***ERIC Training Opportunities and Products***—Information about training products and opportunities available on the use of the ERIC database and system.

This information is available in paper copy from ACCESS ERIC and is accessible online from GTE Education Services.

Free Resources Available

Systemwide publications are designed to help you understand and use ERIC. Several of these publications also provide information about current education-related issues and research. To order any of the resources described here call ACCESS ERIC toll free at 1–800–USE–ERIC.

Catalog of ERIC Clearinghouse Publications—A current listing, including prices, of publications produced by the ERIC Clearinghouses and Support Components.

A Pocket Guide to ERIC—This handy pamphlet introduces readers to the ERIC System, describes the vast array of resources available, and serves as a quick reference for answers to the most commonly asked questions about ERIC.

All About ERIC—Available *free* from ACCESS ERIC, this guide describes the ERIC System, its services and products, and their use. It includes ordering information for publications and a directory.

Outreach Services Expand the Information Network

ACCESS ERIC has taken a proactive role in its efforts to provide resources and information to educators, policymakers, parents, and others interested in education. Staff offer technical assistance to educators and other professionals who want to learn how to use ERIC services more effectively. They can help organizations develop education and information programs and improve existing services geared to their constituencies.

Staff members are available to make presentations about ERIC and can arrange to speak to your class or group. In addition, ACCESS ERIC staff:

- Provides conference and workshop support.
- Distributes a calendar of ERIC and other education-related conferences.
- Develops collaborative programs with organizations interested in education and related fields.

As the outreach component of ERIC, ACCESS ERIC also coordinates the Partners Program. ERIC Partners are organizations that work with ERIC to help their constituents obtain education information. This relationship provides Partners with free or discounted ERIC products, technical assistance from ACCESS ERIC, and opportunities for cooperative projects. In turn, Partners help ERIC disseminate information and acquire materials for the ERIC database.

A future outreach service is the ERIC Users' Electronic Bulletin Board. The Bulletin Board will provide users with current information about ERIC products and services, as well as materials available from the Clearinghouses and user training resources and techniques. Users will be able to order certain publications online and download documents and other information to a microcomputer.

For more information about ERIC, call 1–800–USE–ERIC.

Information Packets on Handicapped and Gifted Children

Information packets, compendiums of ERIC Digests, and research summaries and briefs published by the ERIC Clearinghouse on Handicapped and Gifted Children provide information on topics related to the education of students who have handicaps and/or are gifted. These materials are in the public domain and may be freely duplicated for use as handouts, newsletter supplements, mail enclosures, and vertical file resources. Information packets are available on the following topics:

- **Handicapped and At Risk Children**—Describes specific disabilities and populations. ($12.50, Order No. E101)
- **Teaching Students Who Have Handicaps**—Presents practical applications for students with learning and behavior problems. ($12.50, Order No. E102)
- **Administration and Supervision in Special Education**—Includes 17 Digests and research summaries useful for administrators and directors of programs serving exceptional students. ($12.50, Order No. E103)
- **Cultural Diversity and Handicapped Children**—Helps educators better understand minority students with handicaps. ($5.25, Order No. E104)
- **Digests on the Gifted and Talented**—Provides 24 Digests on educating gifted and talented students. ($12.50, Order No. E504)

To order specific information packets (include title and order number), send your request with a check or money order payable to the ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, VA 22091–1589. Or call (703) 620–3660.

Research in Action provides you with a synthesis of recent research findings on current trends and issues in education. These brief analyses cover a broad range of topics important, as well as practical, to educators, parents, and students. Each document described in this column includes references to additional reading materials and information sources on related topics. Published by ERIC's 16 subject-specific Clearinghouses as *ERIC Digests*, many are available free from individual Clearinghouses, while others are sold for a nominal fee. Subsequent issues of *The ERIC Review* will highlight current *Digests* from other ERIC Clearinghouses.

DRUG TESTING

by Amy Klauke and revised by Margaret Hadderman

ERIC Clearinghouse on Educational Management
ERIC Digest Series No. EA 35, 1990

The issue of drug testing in schools galvanizes emotions about both civil liberties and moral obligations. Our educational institutions must be committed to respect for student and staff privacy. Yet school administrators are feeling pressure to adopt urgent measures to keep drugs and alcohol from further endangering the physical, emotional, and mental well-being of our youth.

What is the current status of drug use in the schools?

The rate of drug use among teenagers is higher in the United States than in any other industrial society. Sixty-one percent of high school seniors have tried drugs (Lewis 1987), and 20 percent (3.3 million) of 14- to 17-year-olds have serious drinking problems. Drunk driving remains the primary cause of death among teenagers. Schools suffer from the subsequent loss of concentration, determination, and social skills among both students and staff members who are substance abusers.

Many school officials claim that their responsibility "to ensure that employees and students report fit for duty" (Lewis) obligates them to implement severe measures for the detection and punishment of drug users.

These claims are reinforced by a national antidrug campaign and Congressional passage of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1986 (and 1989 amendments) tying institutional compliance to Federal funding eligibility requirements. The 1989 legislation added $173 million for drug abuse prevention programs aimed at school districts in disadvantaged areas (Penning 1990).

What legal questions arise when schools consider drug testing?

Drug testing raises issues that pertain to both the Fourth Amendment, which protects citizens from unreasonable search and seizure (judges have found drug testing to constitute such a search), and the Fourteenth Amendment, which requires that citizens be treated as innocent until proven guilty and be accorded due process of law when accused.

In *Patchogue-Medford Congress of Teachers v. Union Free School District*, the State appellate panel held that "there must be some degree of suspicion before the dignity and privacy of a teacher may be compromised by forcing the teacher to undergo a urine test." In other words, there must be a "factual basis" for suspecting a

particular teacher of using illegal drugs. Paradoxically, such an accumulation of evidence would usually preclude the necessity for testing body fluids. The court did concede that drug testing restrictions may soften in situations where an employee's substance use might endanger the public.

In two 1989 cases (*Skinner v. Railway Labor Executives Association* and *National Treasury Employees Union v. Von Rabb*) involving public employees, the U.S. Supreme Court ruled that public safety interests outweighed privacy and "individualized suspicion" requirements (Sendor 1989). These "special needs" cases may have implications for policies concerning school employees with "diminished expectations of privacy," such as school bus drivers (Allred 1989).

In *Odenheim v. Carlstadt-East Rutherford Regional School District*, the court held that drug testing as a part of mandatory physical exams was "an attempt to control student discipline under the guise of medical procedure." Attempts to pretest athletes raise the issue of whether extracurricular activities are rights or privileges.

In *Schail v. Tippecanoe County School Corporation* (1988), a Federal district court ruled that a drug analysis program for student athletes was justified by the school's "legitimate need to ensure drug-free athletes" (Gittins 1988). In this ruling, participation in interscholastic athletics was considered a privilege, not a "property" or "liberty" interest protected by the Fourteenth Amendment—especially since the testing program preserved confidentiality, lacked criminal repercussions, and prohibited sports participation only after repeated offenses.

Because metabolisms differ, and results are influenced by the time and amount ingested, urinalysis and breathalyzer tests inaccurately reflect an individual's use or abuse of a controlled substance, particularly marijuana. Instances can occur, as in *Jones v. McKenzie*, in which a positive urinalysis test cannot be confirmed by an alternative testing method.

According to Eugene A. Lincoln's (1989) analysis of three hypothetical cases, school officials have no authority or responsibility to regulate off-campus conduct with "no bearing on the proper maintenance of the educational process." A student's observed conduct on school premises is more important than where that student used marijuana or other drugs. Mandatory urinalysis should be based only on individualized suspicion and should satisfy both prongs (reasonable suspicion and appropriate circumstances) of the *T.L.O. v. New Jersey* test for search and seizure constitutionality. School administrators would also be wise to use less intrusive measures, such as searching a suspected student's locker or personal belongings.

> ***"Several precautions can reduce the dangers for schools determined to test constituents for drug use."***

How might drug testing be applied in a fair, economical, and legally safe manner?

Although any testing procedure risks charges of defamation, invasion of property, infliction of emotional distress, or wrongful discharge, several precautions can reduce the dangers for schools determined to test constituents for drug use.

Extensive involvement (including education about drug and alcohol abuse) by parents, community, school board members, teachers, staff, and students in planning a drug policy goes a long way toward preventing future court cases. Voluntary, nondisciplinary procedures should be encouraged, with rules and punitive actions clearly and publicly stated. Advice from a school board's legal counsel is recommended before implementation.

Prescreening and, when evidence warrants, individualized testing by a reliable, independent medical agency remain the least objectionable methods of testing for substance abuse. Positive results should be proceeded by follow-up tests, hearings, reviews held within a reasonable timespan, and punitive or rehabilitative measures.

How might drug testing affect student attitudes?

For some students, testing followed by nonpunitive, rehabilitative action may come as a respite from out-of-control behavior. As Brian Mittman (1987) asserts, "Teenagers who are weak enough to fall victim to drug abuse generally are incapable of dealing with it." Others may appreciate the removal of temptation.

On the other hand, most adolescents grow through a period of reshaping identity, experimenting, challenging, and taking risks. What might have been passing curiosity or mild rebellion should not be construed as evidence of deviance in character. A negative public image can irreparably damage a teenager's self-identity and self-esteem.

What are some alternatives to drug testing in the schools?

According to Michael Buscemi (1985), "research has demonstrated repeatedly that short-term programs and those that rely exclusively on information about drugs and alcohol are not effective." Effective policies tend to be both preventative and ameliorative, long-term and comprehensive. They involve curriculum and sometimes organizational changes and are nourished by a broad base of input and support.

Many authorities believe youthful substance abuse is symptomatic of high stress and a dearth of coping skills. Schools might alleviate the motivation for substance abuse by strengthening students' personal skills and peer support systems, providing appealing extracurricular activities, emphasizing health promotion, and encouraging drug-free lifestyles among their staff and student bodies.

Adult examples of positive stress management and body care can contribute significantly to a student's cultivation of similar life habits. So can celebrity testimonies and classroom discussions

probing the glamorization of alcohol and drugs by the popular media.

Resources

Allred, Stephen. "Recent Developments in Drugs in the Workplace." *School Law Bulletin* 20.3 (Summer 1989): 1–6. EJ 396 228.

Bozeman, William C., and others. "Drug Testing in Schools: Implications for Policy." *Updating School Board Policies* 18.3 (March 1987): 1–3. ED 280 145.

Buscemi, Michael. "What Schools Are Doing to Prevent Alcohol and Drug Abuse." *School Administrator* 42.9 (October 1985): 11–14. EJ 329 597.

Gittins, Naomi E., ed. *Fighting Drugs in the Schools: A Legal Manual.* Alexandria, Virginia: National School Boards Association, 1988. 143 pages. ED 020 596.

Lewis, John, and others. *Drug and Alcohol Abuse in the Schools: A Practical Policy Guide for Administrators and Teachers on How to Combat Drugs and Alcohol.* Topeka, Kansas: National Organization on Legal Problems of Education, September 1987, 44 pages. ED 281 304.

Lincoln, Eugene A. "Mandatory Urine Testing for Drugs in Public Schools and the Fourth Amendment: Some Thoughts for School Officials." *Journal of Law and Education* 18 (Spring, 1989): 181–8. EJ 392 024.

Mittman, Brian Noal. "This Student's Surprising Plea: Make Drug Testing Mandatory for Your Teenage Students." *The Executive Educator* 9.5 (May 1987): 36.

Penning, Nick. "New Support for the Drug Fight." *School Administrator* 47.3 (March 1990): 32–33.

Sendor, Benjamin. "New Rulings Suggest Ground Rules for Drug Tests." *American School Board Journal* 176 (June 1989): 12–13.

For More Information

For further information on this topic or to order copies of Drug Testing call the ERIC Clearinghouse on Educational Management at (503) 346–5043.

For Your Information

For Your Information is a column to help you stay abreast of important ERIC System developments. It provides information about new programs, products, and services from the ERIC Clearinghouses and support Components.

ERIC Establishes Three Adjunct Clearinghouses

ERIC established three new national Adjunct Clearinghouses in 1989. Like the ERIC Clearinghouses, these Adjunct Clearinghouses collect, analyze, abstract, index, and enter documents from their scope area into the ERIC database, as well as publish information analyses and provide reference services. The new Clearinghouses are:

■ **Literacy Education for Limited-English-Proficient (LEP) Adults.** Associated with the ERIC Clearinghouse on Languages and Linguistics, this Adjunct Clearinghouse links public and private institutions, agencies, and community groups concerned with literacy issues for LEP adults and out-of-school youth. It also provides technical assistance in program design, curriculum development, materials adaptation, diagnosis and assessment, and training.

One of its first products will be a directory of literacy programs in the United States. For more information write to the Adjunct ERIC Clearinghouse on Literacy Education, Center for Applied Linguistics, 1118 22nd Street NW., Washington, DC 20037 or call (202) 429–9292.

■ **The National Clearinghouse for U.S.-Japan Studies.** Funded by the U.S.-Japan Foundation, this Adjunct Clearinghouse offers a variety of services and products dealing with relationships between the two countries. Topics include Japanese culture and society, business and trade issues, comparative educational systems, and experiences of Japanese nationals living in the United States. The Clearinghouse maintains a searchable database of commercially-published and teacher-developed curriculum materials, journal articles, research reports, and other information. It also publishes bibliographies, research summaries, and other materials.

For more information write to the ERIC Clearinghouse for Social Studies/ Social Science Education, Indiana University, Social Studies Development Center, 2805 East 10th Street, Suite 120, Bloomington, IN 47408–2698, or call (812) 855–3838.

■ **The Adjunct Clearinghouse for Art Education.** This Adjunct Clearinghouse is funded by the Getty Center for Education in the Arts and focuses on major education topics in visual arts, including painting, drawing, photography, weaving, ceramics, and sculpture. Emphasis is given to significant trends and new developments in discipline-based art education, including art production, art history, art criticism, and aesthetics.

For more information write to the ERIC Clearinghouse for Social Studies/ Social Science Education, Indiana University, Social Studies Development Center, 2805 East 10th Street, Suite 120, Bloomington, IN 47408–2698, or call (812) 855–3838.

New Titles in Education

This column features new publications produced by the ERIC Clearinghouses and the Office of Educational Research and Improvement as well as resources recently abstracted for the ERIC database. Title, author, availability, cost, order number, and a brief description are provided to help you easily locate these resources through ERIC.

To expedite handling, please refer to the order number* given with each entry (if available) as well as the title. Please note that only single copies of free items are available; however, you may duplicate these materials. If a publication is for sale, the price is listed at the end of the availability entry. Make your check or money order payable to the organization receiving your order.

*Each Clearinghouse uses its own numbering system.

Adult, Career, and Vocational Education

Training and Educating the Work Force in the Nineties: The Rationale for Public-Private Collaboration, 1988
IN 331
Thomas J. Smith and Carolyn Trist
Availability: Center on Education Training for Employment ($6.00).

Considers the changing context of skills training, which is making partnerships between the pubic and private sectors a necessity. Describes the background of job training legislation and institutions and explores forms of public-private collaboration. Presents six recommendations for policy initiatives that will encourage cooperative actions.

Trends and Issues in Adult Education, 1988
IN 330
Susan Imel
Availability: Center on Education Training for Employment ($4.75).

Reviews two groups of trends and issues in adult education: (1) those related to the profession deal with professionalization, certification, ethics, history, and adult learning and (2) those related to programming deal with access and equity and adult literacy education.

Counseling and Personnel Services

Alcohol, Drugs, and Adolescents, 1989
ISBN 1-56109-008-5
Laurie L. Lachance
Availability: ERIC Clearinghouse on Counseling and Personnel Services, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 ($14.95).

Focuses on the diagnosis of drug and alcohol abusers and discusses in nontechnical terms the practices and program interventions currently available. Makes special reference to the role counselors and human services personnel can play. Includes specific treatment program descriptions and an extensive bibliography.

A Community Education Approach to Substance Abuse, 1989
ED 311 341
Availability: ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, VA 22304-6409 ($2.03 plus postage. For postage costs, call 1-800-227-ERIC).

Encourages schools to establish partnerships with the community to develop and implement programs for adolescents. Describes key elements of successful drug prevention programs.

Counseling Young Students At Risk: Resources for Elementary Guidance Counseling, 1989
ISBN 1-56109-009-3
Jeanne C. Bleuer and Penny A. Schreiber, Editors
Availability: ERIC Clearinghouse on Counseling and Personnel Services ($16.95).

Addresses seven critical areas that can place today's young students at risk, such as self-care (latch key children), divorce, sexual abuse, and self-esteem and academics. Explores different aspects of guiding elementary school children and suggests both individual and programmatic interventions to help them. Provides the reader with an extensive list of practical resources.

Educational Management

AIDS, Suicide, and Drugs, 1988
ED 311 604
Availability: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207 ($2.50).

Provides an annotated bibliography of eleven publications for educators on the topics of AIDS, suicide, and drugs.

Designing Programs for New Teachers: The California Experience, 1990
EA 021 880
Ann I. Morey and Diane S. Murphy, Editors
Availability: ERIC Clearinghouse on Educational Management ($13.50).

Serves as a tool for those planning and implementing programs to assist new teachers. Describes concepts and alternative approaches to new teacher support and assessment. Highlights new teacher projects.

Directory of Organizations in Educational Management, 1989
ISSN 0070–6035
Stuart C. Smith, Compiler
Availability: Publication Sales, ERIC Clearinghouse on Educational Management ($6.50).

Lists organizations that are sources of information on educational management at the elementary and secondary levels.

Managing the Incompetent Teacher, 2nd edition, 1990
ISBN 0–86552–102–6
Edwin M. Bridges with Barry Groves
Availability: Publication Sales, ERIC Clearinghouse on Educational Management ($6.95).

Presents significant new information in such areas as teacher scores, evaluation of teachers by parents, remediation procedures, and grounds for dismissal. Offers a systematic approach to help administrators upgrade the quality of their teaching staff, increase the incidence of dismissal when teachers fail to improve, and heighten the prospects of winning a dismissal case if it is contested by the teacher.

lementary and Early Childhood Education

Children Learning in Groups, and Other Trends in Elementary and Early Childhood Education, 1989
204
John Hollifield
Availability: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, College of Education, 805 W. Pennsylvania Avenue, Urbana, IL 61801–4897 ($8.75).

Presents the use of the Johns Hopkins University Student Team Learning Processes as a prime example of cooperative learning during the last decade. Offers a detailed analyses of trends in kindergarten, preschool, and child care. Includes a section on elementary education that covers trends in class size, use of microcomputers, and academic push-down.

Family Living: Suggestions for Effective Parenting, 1989
205
Lilian G. Katz and others
Availability: ERIC Clearinghouse on Elementary and Early Childhood Education ($11.75).

Presents a compilation of 33 articles on parenting, young children's feelings, behavior, and learning. Includes resource lists and a computer search reprint on parenting and family life. Printed on loose-leaf sheets, allowing each item to be reproduced easily.

andicapped and Gifted Children

1988 Special Education Yearbook, 1989
P334
Availability: ERIC Clearinghouse on Handicapped and Gifted Children ($22.50).

A resource on special education information. Includes Federal policy actions; State policy; important reports; statistical data on exceptional students served and personnel employed; and a directory listing key offices, officials, and organizations concerned with special education.

The Effectiveness of an Alcohol and Drug Awareness Program on Emotionally Disturbed Children, 1989
ED 311 638
Susan E. Gately
Availability: EDRS, 3900 Wheeler Avenue, Alexandria, VA 22304–6409 ($4.06 plus postage. Call 1–800–227–ERIC for postage.).

Presents results of a study investigating the incidence of alcohol and/or drug abuse in children (ages 6 to 15) attending a residential and day treatment center.

Youth Suicide—What the Educator Should Know, 1989
P331
Eleanor C. Guetzloe
Availability: ERIC Clearinghouse on Handicapped and Gifted Children ($18.50).

Alerts educators to the danger signs and adolescent crises that may trigger suicide, helps them assess suicide potential, and suggests appropriate communication procedures. Tells

what the school can do, including the components of an effective prevention program.

Higher Education

Making Sense of Administrative Leadership: The "L" Word in Higher Education, 1989
89–1
Estela M. Bensimon, Robert Birnbaum, and Anna Neumann
Availability: ERIC Clearinghouse on Higher Education ($15.00).

Based on perhaps the largest survey on characteristics of administrative leaders and organizational behavior ever done. Identifies gaps in the understanding of leadership in higher education. Assesses the higher education literature on leadership, and singles out theoretical perspectives that deserve greater attention.

Postsecondary Developmental Programs: A Traditional Agenda With New Imperatives, 1989
89–3
Louise M. Tomlison
Availability: ERIC Clearinghouse on Higher Education ($15.00)

Examines how developmental programs have evolved. Presents the characteristics and rationale of postsecondary developmental programs. Profiles two successful programs and discusses factors of success as well as program evaluation.

Information Resources

End-User Searching: A Review of the Literature for 1983–1988, 1988
IR 80
Geraldene Walker
Availability: ERIC Clearinghouse on Information Resources, Syracuse University, School of Education, Huntington Hall, Room 030, 150 Marshall Street, Syracuse, NY 13244–2340 ($4.00).

Surveys trends in end-user searching, from the earliest studies in 1969 to the present, introduces a more detailed examination of recent research. Divided into five major sections: search systems, environments, training, performance, and future developments and provides a bibliography for each.

Trends and Issues in Educational Technology, 1988
IR 82
Donald P. Ely
Availability: ERIC Clearinghouse on Information Resources ($4.00).

Examines educational technology, its personnel, tools, and applications. Identifies and discusses 11 trends and the issues arising from these trends. Also presents a retrospective look at trends over the past 20 years.

Junior Colleges

The American Community College, second edition, 1989
ISBN 1–55542–178–4
Arthur M. Cohen and Florence B. Brawer
Availability: Jossey-Bass Inc., Publishers ($25.95).

Presents recent findings and current information on 2-year colleges. Addresses important developments affecting community colleges that have taken place within the past 10 years. Uses new data on students, faculty, instruction, and curriculum to analyze and critique recent trends in enrollment, hiring practices, faculty issues, instructional methods and technologies, and academic needs and programs.

A Search for Institutional Distinctiveness: New Directions for Community Colleges, 1989
ISBN 1–55542–862–2
Barbara K. Townsend, Editor
Availability: Jossey-Bass Inc., Publishers ($14.95).

Explores ways in which a community college can conduct a search for the distinctive aspects of its identity. Looks at the reasons for conducting such an investigation and offers recommendations for using the results to enhance its image and distinctiveness within its service area.

Languages and Linguistics

More Than Meets the Eye. Foreign Language Reading: Theory and Practice, 1989
Marva A. Barnett
Availability: Prentice-Hall Regents, Mail Order Processing, 200 Old Tappan Road, Old Tappan, NJ 07675 ($18.33).

Reviews research on first-language reading and applies the research findings to the teaching of second-language reading. Explains how both first- and second-language readers use personal reading strategies that interact with text variables.

Suggests a methodology for teaching effective reading strategies in the second-language classroom.

Write-on: Children Writing in ESL, 1989
Sara Hudelson
Availability: Prentice-Hall Regents ($14.00).

Explains how studies of the writing development of native speakers have influenced investigations of the writing development of second-language learners in elementary school classrooms; research results indicate that the writing process is similar for first- and second-language learners. Describes specific classroom activities that will enhance second-language writing instruction and facilitate students' writing development.

Reading and Communication Skills

Critical Thinking, Reading, and Writing, 1990
ED 314 728
Mary Morgan and Michael Shermis
Availability: ERIC Clearinghouse on Reading and Communication Skills ($9.95 plus $2.00 postage domestic, $4.00 postage outside the United States).

Provides lesson ideas for both elementary and secondary level students in a variety of subjects. Presents activities used throughout the lessons, such as role play, information analysis, and problem solving.

Remedial Reading for Elementary School Students, 1990
CS 009 967
Carolyn Smith McGowen
Availability: ERIC Clearinghouse on Reading and Communication Skills ($9.95 plus $2.00 postage domestic, $4.00 postage outside the United States).

Presents lesson ideas for teaching elementary students with reading difficulties. Lists activities to be used in conjunction with lessons.

Writing Exercises for High School Students, 1990
CS 212 241
Barbara Vutaggio
Availability: ERIC Clearinghouse on Reading and Communication Skills ($9.95 plus $2.00 postage domestic, $4.00 postage outside the United States).

Provides lessons on creative writing, descriptive writing, and audience/voice. Includes activities used throughout the lessons: peer evaluation, freewriting, group work, and class presentation.

Rural Education and Small Schools

ERIC for Teachers in Training: An Instructional Package for Professors, 1989
Craig B. Howley, Editor
Availability: ACCESS ERIC, 1600 Research Boulevard, Rockville, Maryland 20850 ($10.00).

Helps professors show their students how to use the ERIC System effectively. Includes a handbook for students to keep as a reference tool. Explains to students how to do both manual and electronic searching. Also explains the new compact disk technology that makes electronic searching more useful and efficient than online searching. Includes a handbook for professors, masters for making multiple copies of the student handbook, lesson plans, transparency masters, and a quiz for students.

Got the Education Beat? Use ERIC!, 1990
Topper Sherwood
Availability: ACCESS ERIC ($3.50).

Describes the services ERIC offers journalists and how they can use it. Provides a brief introduction to searching the ERIC database.

A Parent's Guide to the ERIC Database: Where To Turn With Your Questions About Schooling, 1989
Craig B. Howley, Phyllis Stowers, and Pat Cahape
Availability: ACCESS ERIC ($6.00).

Helps parents ask and find answers to their questions by using a resource familiar to educators: the ERIC database. Describes and provides ordering information for 55 specific resources, including some in Spanish, on a variety of topics. Each section is self-contained, so parents do not need to read it from cover to cover. A quick-reference page directs readers to sections about featured articles and documents, how-to information, and general facts about ERIC.

Science, Mathematics, and Environmental Education

Activities for Teaching About Hazardous Materials in the Home, 1989
SE 050 565
Robert W. Howe, Terry Wilson, and John Disinger

Availability: ERIC Clearinghouse for Science, Mathematics, and Environmental Education ($12.50).

Includes activities for grades K–12 that relate to hazardous materials found in the home. Activities consider handling, storing, using, and disposing of materials. Considers alternative materials to reduce hazards and pollution. Also includes activities on hazardous and toxic materials related to building materials, the building site, and water.

Students At Risk in Mathematics, 1989
SE 050 564
Robert Howe, Peggy Kasten, and Marilyn Suydam
Availability: ERIC Clearinghouse for Science, Mathematics, and Environmental Education ($8.50).

Provides an overview of the characteristics, attitudes, and behaviors that define and identify children and youth who are at-risk in mathematics. Offers a synthesis of the research relative to dealing with at-risk students; includes early intervention programs from preschool through elementary school as well as some suggestions related to the high school student.

Trends and Issues in Science Education, 1989
SE 050 561
Patricia Blosser, Stanley Helgeson, and Robert W. Howe
Availability: ERIC Clearinghouse for Science, Mathematics, and Environmental Education ($8.50).

Compiles and summarizes trends and issues related to K–12 science education. Emphasizes concerns related to curriculum and instruction.

Social Studies/Social Science Education

Lessons from Africa: A Supplement to Middle School Courses in World Cultures, Global Studies, and World Geography, 1989
ED 304 395
Merry M. Merryfield, Editor
Availability: ERIC Clearinghouse on Social Studies/Social Sciences Education ($12.00 plus $2.00 for shipping and handling).

Focuses on cultural universals such as the family, marriage, and the teenage years. Includes an essay on what, why, and how to teach about peoples and places of Africa in middle school social studies courses. Contains all materials needed to teach eleven lessons on the culture of the following African countries: Nigeria, Gambia, Kenya, Liberia, Ghana, Somalia, Sudan, Zambia, Tanzania, Swaziland, and Lesotho.

The Voyages of Columbus: A Turning Point in World History, 1989
ED 312 213
Alfred Crosby and Helen Nader
Availability: ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 E. Tenth Street, Bloomington, IN 27405 ($6.00 plus $1.00 for shipping and handling).

Designed to stimulate teachers to expand and enrich their treatment of Christopher Columbus' first voyage across the "Western Ocean," which celebrates its 500th anniversary in 1992. Includes two essays: one on the biological and ecological consequences of the Columbian exchange; and a second on Columbus as hero and historian. Appendixes contain materials for classroom use, including genealogical and chronological tables and a map.

Writing Across the Social Studies Curriculum, 1989
ED 308 550
Roger Sensenbaugh
Availability: ERIC Clearinghouse for Social Studies/Social Science Education ($12.95 plus $1.00 for shipping and handli ·g).

Lesson plans focusing on writing activities for grades 7–12 social studies classes.

Teacher Education

The Intern Teacher Casebook, 1988
ED 296 998
Joel A. Colbert and Judith H. Shulman, Editors
Availability: ERIC Clearinghouse on Teacher Education, American Association of Colleges for Teacher Education, One Dupont Circle NW., Suite 610, Washington, DC 20036–2412 ($10.50).

Presents a collection of real-life vignettes of the beginning teachers' actual experiences, supplemented by the commentaries of new and experienced teachers and educational scholars. A powerful training medium through which educators can learn from one another.

Teaching and Teacher Education: 1988 AERA Division K Abstracts, 1988
Availability: ERIC Clearinghouse on Teacher Education ($4.00).

Presents a compilation of abstracts of the Division K (and other divisions) presentations on teacher education given at the 1988 AERA Annual Meeting. Summarizes the presentations and contains a reference list for easy retrieval. Provides scholarly approaches to a variety of topics in teacher education

in the United States and abroad. Represents eight foreign countries.

Tests, Measurement, and Evaluation

Guides to Reading Tests, 1989
TMEP–102
Terri Strand, Editor
Availability: ERIC Clearinghouse on Tests, Measurement, and Evaluation, American Institutes for Research (AIR), Washington Research Center, 3333 K Street, NW., Washington, DC 20007 ($25.00 plus $5.00 shipping*).

Details the content and structure of 14 popular reading test batteries. Includes instructions on test levels, subtests, the number of items within each subtest, and the number of items that measure each objective.

Guides to Mathematics Tests, 1989
TMEP–103
Terri Strand, Editor
Availability: ERIC Clearinghouse on Tests, Measurement, and Evaluation ($40.00 plus $5.00 shipping*).

Details the content and structure of 14 popular mathematics test batteries. Includes instructions on test levels, subtests, the number of items within each subtest, and the number of items that measure each objective.

Understanding Achievement Tests: A Guide for School Administrators, 1989
TMEP–101
Jane Close Conoley, Barbara Plake, and Lawrence Rudner, Editors
Availability: ERIC Clearinghouse on Tests, Measurement, and Evaluation ($19.50 plus $5.00 shipping*).

A primer on using the right types of tests and test scores designed to help school administrators understand testing principles, examine testing practices, and explain test results. Emphasizes standardized, norm-referenced tests, which are the most common but least understood type of achievement test. A joint effort of the Clearinghouse and the Buros Institute of Mental Measurements.

* If you order more than one testing guide, pay only $5.00 total for shipping.

Urban Education

Patterns of Substance Use and Delinquency Among Inner-City Adolescents, 1989
ED 312 367
Paul J. Brounstein
Availability: The Urban Institute, 2100 M Street NW., Washington, DC 20037 ($25.00).

Presents results of a study of how inner city adolescent males who used and/or sold drugs or had been involved in other criminal activities differed from those who had not. The study was designed to help develop prevention and treatment programs and policies.

Trends and Issues in Urban and Minority Education, 1989: Promoting the Achievements of At-Risk Students, 1989
Trends and Issues Series #13
Janine Bempechat and Amy Stuart Wells
Availability: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, Institute for Urban and Minority Education, Main Hall, Room 300, Box 40, 525 West 120th Street, New York, NY 10027–9998 ($3.00).

Four brief monographs on aspects of teaching disadvantaged students: classroom structure, curriculum tracking, the role of expectations in fostering success, and effective middle school structuring to enhance holding power.

Underachievement and Educational Disadvantage: The Home and School Experience of At-Risk Youth
Urban Diversity Series #99
Janine Bempechat and Herbert P. Ginsburg
Availability: ERIC Clearinghouse on Urban Education ($8.00).

Reviews research studies on disadvantaged students, including demographic factors and projections, problem behaviors, effective instructional strategies, and recommendations for future research.

Office of Educational Research and Improvement (OERI)

The Condition of Education: Volume 1, Elementary and Secondary Education, 1989
065–000–00377–5

The Condition of Education: Volume 2, Postsecondary Education, 1989
065–000–00378–3
Availability: Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, DC 20402 (Vol. 1, $5.50; Vol. 2, $6.50).

Presents significant national measures of the condition and progress of American education.

Digest of Education Statistics, 1989
065–000–00391–1
National Center for Educational Statistics
Availability: GPO ($25.00).

Provides a compilation of statistical information covering the broad field of American education from kindergarten through graduate school. Includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics.

Projections of Education Statistics to 2000, 1989
065–000–00392–9
Debra E. Gerald, Paul J. Horn, and William J. Hussar
Availability: GPO ($11.00).

Presents projections for enrollment, graduates, instructional staff, and expenditures for the 10-year period from 1990 to 2000 for elementary/secondary schools and institutions of higher education. A useful planning tool for governors, Federal, State, and local leaders as well as the education and business communities.

Helping Your Child Learn Geography, 1989
Carol Sue Fromboluti
Availability: Consumer Information Center, Pueblo, CO 81009 ($ .50).

Helps parents stir children's curiosity and steer that curiosity toward geographic questions and knowledge. Organized around the five themes recently set forth by geographers and geography educators across the Nation—the physical location of a place, the character of a place, relationships between places, movement of people and things, and phenomena that cause us to group places into particular regions.

Make the Most of Your Child's Education—Free Pamphlets for Parents and Teachers

You can't afford to be uninformed about your child's education but where can you go for *current and reliable* information? The Educational Resources Information Center (ERIC), a nationwide education information network, offers its *free* Conclusion Brochure series written especially for parents and teachers.

Concise and informative, Conclusion Brochures synthesize recent education research on timely topics. Concerned parents and teachers can find out how to help children with these useful, easy-to-read pamphlets.

Written by experts in the education field, each of the pamphlets provides practical information such as answers to commonly asked questions, organizations to call for help, and additional reading materials. The titles in the series are:

- How Can Elementary Science Education Be Improved?
- Why Don't Our Children Like Math?
- How Can Parents Get More Out of School Meetings?
- What Can Kindergarten Teach Children About Reading?
- How Can I Be Involved in My Child's Education?
- How Do I Help My Child Say "No" to Drugs?
- Is Repeating a Grade a Sign of Failure?
- How Can I Improve My Child's Reading?
- How Are Teachers Selected?
- How Can I Help Develop My Child's Language Skills?
- Should Gifted Students Be Grade Advanced?
- Do Schools Teach Us Enough About Our Constitution?
- What Alternatives Do Public Schools Offer?

Topics were selected based on the concerns parents expressed most frequently in the Gallup Poll of Public Attitudes Toward Public Schools. Additional titles reflecting emerging trends and issues in education will be available in the future.

Order one or more titles by calling *toll-free* 1–800–USE–ERIC. (Camera-ready art is available on loan for parent/teacher associations, schools, libraries, and other agencies that need bulk quantities.)

The Calendar announces national, international, and regional events directly related to education. It is a representative, not an exhaustive, listing. Information about upcoming conferences, workshops, and seminars should be submitted on the letterhead of the sponsoring organization 6 months before the event to: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850.

ACCESS ERIC maintains an online database of yearly education-related events and publishes this information in an annual calendar. The database is updated on a continuous basis and is available from GTE Education Services. For more information about online access or a copy of the ERIC Calendar of Education-Related Events, call 1–800–USE–ERIC.

October

Building Comprehensive School Counseling Programs

October 6–8

Greensboro, NC

Contact: ERIC/CAPS Workshop, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109–1259 (313/764–9492).

School Science and Mathematics Association Annual Meeting

October 12–13

Cincinnati, OH

Contact: Elvin Friesen, Program Chair, School Science and Mathematics Association, Bowling Green State University, 126 Life Science Building, Bowling Green, OH 43403 (419/372–7361).

Building Communities: Family Resource and Support Programs

October 17–21

Chicago, IL

Contact: Family Resource Coalition, 230 North Michigan Avenue, Suite 1625, Chicago, IL 60601 (312/726–4750).

American Evaluation Association Annual Meeting

October 18–20

Washington, DC

Contact: Robert Ingle, American Evaluation Association, 719 Enderio Hall, University of Wisconsin-Milwaukee, Milwaukee, WI 53201 (414/229–5173).

American Mathematical Association of 2-Year Colleges

October 18–21

Dallas, TX

Contact: American Mathematical Association of 2-Year Colleges, Santa Rosa Junior College, Santa Rosa, CA 95401 (707/527–4356).

National Science Teachers Association Area Convention

October 18–20

Kansas City, MO

Contact: National Science Teachers Association, 1742 Connecticut Avenue NW., Washington, DC 20009–1171 (202/328–5800).

Association for Development of Computer-Based Instructional Systems

October 26–November 1

San Diego, CA

Contact: Association for Development of Computer-Based Instructional Systems, 409 Miller Hall, Western Washington University, Bellingham, WA 98225 (206/676–2860).

American Association for Adult and Continuing Education: "Adult Education on Trial"

October 29–November 2

Salt Lake City, UT

Contact: American Association for Adult and Continuing Education, 1112 16th Street NW., Suite 420, Washington, DC 20036 (202/463–6333).

National Association of Geology Teacher Annual Meeting in Conjunction with Geological Society of America

October 29–November 1

Dallas, TX

Contact: National Association of Geology Teachers, P.O. Box 368, Lawrence, KS 66044, (913/843–1235).

November

American Council on the Teaching of Foreign Languages

November 17–19

Nashville, TN

Contact: American Council on the Teaching of Foreign Languages, 6 Executive Boulevard, Upper Level, Yonkers, NY 10701, (914/963–8830).

Association for the Study of Higher Education

November 1–4

Portland, OR

Contact: Association for the Study of Higher Education, Department of Education Administration, Harrington Education Center, Texas A&M University, College Station, TX 77843 (409/845–0393).

National Science Teachers Association Area Convention

November 1–3

Long Beach, CA 90802

Contact: National Science Teacher Association, 1742 Connecticut Avenue NW., Washington, DC 20009–1171 (202/328–5800).

Speech Communication Association Annual Meeting

November 1–4

Annandale, VA

Contact: Speech Communication Association, 5105 Backlick Road, Building F, Annandale, VA 22003 (703/750–0533).

53rd American Society for Information Science Annual Meeting

November 4–8

Toronto, Ontario

Contact: American Society for Information Science, 1424 16th Street, NW., Washington, DC 20036 (202/462–1000).

National/International Convention for the Association for Business Communication

November 6–11

San Antonio, TX

Contact: Association for Business Communication, University of Illinois, 100 English Building, 608 South Wright Street, Urbana, IL 61801 (217/333–1007).

Literacy Volunteers of America

November 13–17

Salt Lake City, UT

Contact: Jinx Crouch, President, Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214 (315/445–8000).

National Middle School Association Annual Conference (17th)

November 14–17

Columbus, OH

Contact: National Middle School Association, 4807 Evanswood Drive, Columbus, OH 43229 (614/848–8211).

National Alliance of Black School Educators Annual Conference

November 14–19

Dallas, TX

Contact: National Alliance of Black School Educators, 2816 Georgia Avenue NW., Washington, DC 20001 (202/483–1549).

National Association for the Education of Young Children Annual Conference

November 16–19

Washington, DC

Contact: National Association for the Education of Young Children, 1834 Connecticut Avenue NW., Washington, DC 20009 (202/232–8777).

National Science Teachers Association Area Convention

November 29–December 1

San Juan, PR

Contact: National Science Teachers Association, 1742 Connecticut Avenue NW., Washington, DC 20009–1171 (202/328–5800).

American Vocational Association

November 30–December 4

Cincinnati, OH

Contact: American Vocational Association, 1410 King Street, Alexandria, VA 22314 (703/683–3111).

December

National Science Teachers Association Area Convention

December 13–15

Washington, DC

Contact: National Science Teachers Association, 1742 Connecticut Avenue NW., Washington, DC 20009–1171 (202/328–5800).

American Historical Association Annual Meeting

December 27–30

New York, NY

Contact: American Historical Association, 400 A Street SE., Washington, DC 20003 (202/544–2422).

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Washington, DC 20208–5720
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FAX: (202) 357–6859

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Adult, Career, and Vocational Education (CE)
Ohio State University
1900 Kenny Road
Columbus, OH 43210–1090
Telephone: (614) 292–4353
(800) 848–4815
FAX: (614) 292–1260

Counseling and Personnel Services (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, MI 48109–1259
Telephone: (313) 764–9492
FAX: (313) 747–2425

Educational Management (EA)
University of Oregon
1787 Agate Street
Eugene, OR 97403–5207
Telephone: (503) 346–5043
FAX: (503) 346–5890

Elementary and Early Childhood Education (PS)
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, IL 61801–4897
Telephone: (217) 333–1386
FAX: (217) 333–5847

Handicapped and Gifted Children (EC)
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091–1589
Telephone: (703) 620–3660
FAX: (703) 264–9494

Higher Education (HE)
The George Washington University
One Dupont Circle, NW., Suite 630
Washington DC 20036–1183
Telephone: (202) 296–2597
FAX: (202) 296–8379

Information Resources (IR)
Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, NY 13244–2340
Telephone: (315) 443–3640
FAX: (315) 443–5732

Junior Colleges (JC)
University of California at Los Angeles (UCLA)
Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, CA 90024–1564
Telephone: (213) 825–3931
FAX: (213) 206–8095

Languages and Linguistics (FL)
Center for Applied Linguistics
1118 22nd Street, NW.
Washington, DC 20037–0037
Telephone: (202) 429–9551
FAX: (202) 429–9766

Reading and Communication Skills (CS)
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, IN 47408–2698
Telephone: (812) 855–5847
FAX: (812) 855–7901

Rural Education and Small Schools (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325–1348
Telephone: (800) 624–9120 (outside WV),
(800) 344–6646 (inside WV),
(304) 347–0400 (Charleston area)
FAX: (304) 347–0487

Science, Mathematics, and Environmental Education (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, OH 43212–1792
Telephone: (614) 292–6717
FAX: (614) 292–0263

Social Studies/Social Science Education (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2373
Telephone: (812) 855–3838
FAX: (812) 855–7901

Teacher Education (SP)
American Association of Colleges for Teacher Education
One Dupont Circle, NW., Suite 610
Washington, DC 20036–2412
Telephone: (202) 293–2450
FAX: (202) 457–8095

Tests, Measurement, and Evaluation (TM)
American Institutes for Research
Washington Research Center
3333 K Street, NW.
Washington, DC 20007
Telephone: (202) 342–5060
FAX: (202) 342–5033

Urban Education (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 West 120th Street
New York, NY 10027–9998
Telephone: (212) 678–3433
FAX: (212) 678–4048

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